Cleveland Federal Community Leadership Institute (CFCLI)

Cleveland Federal Executive Board

2018

Participant Handbook

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Cleveland Federal Executive Board
Cleveland Federal Community Leadership Institute

Hello everyone:

The Program Directors of the Cleveland Federal Community Leadership Institute (CFCLI) want to extend a warm welcome to all new CFCLI participants. We hope that you will have a rewarding and successful program year. The entire CFCLI Development Team is here to support your success as a member of the CFCLI class of 2017-2018. To that end, we want to ensure that you are aware of, and have easy access to resources, information and requirements that pertain to you as a CFCLI participant.

As you go through the CFCLI sessions, keep our mission in mind. CFCLI pledges to deliver current and relevant information for developing each participant's leadership knowledge, skills and abilities. Over the next few months you will have many opportunities to meet and learn from a wide range of Cleveland area government officials, CEOs, industry leaders, managers, and academia; who present their perspectives and best practices on leadership.

In addition, CFCLI is an excellent opportunity for you to meet with employees from other federal agencies, share the view of leadership, and create an opportunity for networking, collaboration, sharing of technical information and the building of trust relationships between each agency.

We look forward to this year's CFCLI class in what promises to be a challenging yet stimulating and enjoyable learning environment.

CFCLI Program Co-Directors

Lisa Hicks	***Lamar Sykes***	***Adam Hardwick***
NASA Glenn Research Center	*Defense Finance and Accounting Service*	*Northeast Ohio VA Healthcare System*

Cleveland Federal Community Leadership Institute (CFCLI) Overview

Background: The Cleveland Federal Executive Board (FEB) has long provided a focus on interagency cooperation and participation in community affairs. The FEB has also maintained an organized presence in joint efforts that further sharpen this focus including full endorsement of the CFCLI.

FEB Vision: The Cleveland Federal Executive Board (FEB) will be the conduit through which member agencies provide cohesive, high quality, coordinated government services and information. These will be readily accessible, clearly understood, and appreciated by our customers. We will maximize agency resources to promote a safe, productive, and satisfying work environment.

FEB Mission Statement: The mission of the Cleveland FEB is to promote unity of purpose among Federal agencies to better serve our community and our employees.

CFCLI Mission Statement: The mission of the CFCLI is to identify and develop leaders who are committed to advancing greater cooperation among Federal agencies and strengthening community partnerships.

In recognition of the FEBs' role in the federal community three goals have been established to support achievement of the CFCLI mission.

Three CFCLI Goals:

Agency Goal: ***To assist Federal agencies in the professional development of government leaders by:***

- Increasing knowledge to achieve goals and address challenges of Federal agencies
- Developing networks that enhance the level of interaction between Federal workers
- Identifying opportunities for mentoring

Community Goal: ***To develop and enhance community partnerships by:***

- Increasing knowledge of local, government, academic, and business organizations
- Developing networks to enhance interaction with community leaders
- Increasing voluntary participation in joint initiatives

Individual Goal: ***To enhance leadership skills by:***

- Increasing exposure to successful government, business, and academic leaders
- Further developing and refinement of personal leadership skills
- Developing and implementing individual leadership plans

CLEVELAND FEDERAL COMMUNITY LEADERSHIP INSTITUTE
2017-2018 DEVELOPMENT TEAM AND CONSULTANTS
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CLEVELAND FEDERAL COMMUNITY LEADERSHIP INSTITUTE

Administrative Requirements and Guidelines

COMMITMENT:

Cleveland Federal Community Leadership Institute (CFCLI) is a nine-month commitment. **Participants are required to attend all classes, fully participate in a group project and complete all class assignments on time.**

PROGRAM TIMES:

- The monthly sessions are scheduled from 8:00am to 4:30pm on each of the program session days.
- All classes meet on the third Tuesday of each month (unless otherwise noted).
- Group Project Sessions will meet on the first Tuesday of scheduled months from 2:00pm to 4:00pm (unless otherwise noted).
- **Individuals should expect to spend an additional 8 to 12 hours per month for group projects and assignments.**
- The scheduled sessions are below:

October 17, 2017	Orientation
November 21, 2017	Opening Retreat & Myers-Briggs Assessment
December 5, 2017	**Group Project Team Meeting***
December 19, 2017	Leadership and Team Development
January 16, 2018	Federal Agency Perspective & Leadership Plan
February 6, 2018	**Group Project Team Meeting***
February 20, 2018	Multicultural Team Leadership
March 20, 2018	Academic Network Leadership Perspective
April 3, 2018	**Group Project Team Meeting***
April 17, 2018	Actualizing Personal Leadership Goals
May 15, 2018	Community Service
June 5, 2018	**Group Project Review & Evaluation***
June 19, 2018	Business & Community Partnerships
June 26, 2018	Graduation

EXCUSED ABSENCE REQUIREMENT:
Absences ***must*** be submitted for approval to program director.

- Email Lisa Hicks at lisa.m.hicks@nasa.gov , and copy Meochi Roberson at Meochi.Roberson@va.gov with any planned absences.
- **More than *one absence and/or tardiness* may result in unsuccessful program completion.**
    - A make-up assignment is required for ***both*** missed and partially missed session *activities.*

Please carbon copy (cc) Adam Hardwick and Lamar Sykes at
Adam.Hardwick@va.gov ; lamar.sykes2.civ@mail.mil

Emergency Absence Notification Requirement:
In cases of emergency: report absences and delays at the earliest possible time to Lisa Hicks, lisa.m.hicks@nasa.gov, and copy Meochi Roberson at Meochi.Roberson@va.gov.

Please carbon copy (cc) Adam Hardwick and Lamar Sykes at
Adam.Hardwick@va.gov ; lamar.sykes2.civ@mail.mil

LOCATIONS:
Locations will vary depending on the topic and program content.

EXPENSES:

- Lunch Meals will be at each participant's expense unless otherwise announced. In some instances, participants will be asked to contribute to a moderate catering cost of $7 to $8 when an assembled gathering is needed for lunch. A meal will be ordered for you and payment expected unless you have informed *Program Directors* of other arrangements. ***Any special dietary needs should be submitted to Adam Hardwick.***

- Please note that a Continental Breakfast will be provided at each session.

- Parking and mileage reimbursement are subject to the policy of each participant's home agency.

- Required material, articles and books are funded by the tuition.

DRESS:
Business casual dress **(no jeans)** is expected at all sessions except where sessions are identified as casual dress. Casual dress and jeans are suggested for sessions in **December and May (afternoon Done-In-A-Day Project).**

Basic Requirements for Successful Program Completion:

- Attend and participate in all class sessions
- Complete an Individualized Leadership Development Plan
- Contribute to a completed group project
- Complete class assignments – *class assignments are not designed to be difficult; completion and submission are required on date identified in syllabus*
- Complete both Individual and Group Interviews. Oral and written presentations are expected.

Date & Location	**October 17, 2017** **Louis Stokes VA Medical Center** **1610 E. 105th Street** **Cleveland, OH 44106**	**November 21, 2017** **Baldwin Wallace College** **275 Eastland Road** **Berea, OH 44017**	**December 5, 2017** **VSC Park Center III** **6050 Oak Tree Blvd. S.** **Independence, OH 44131**
Session Focus	**CFCLI Orientation**	**Myers Briggs Assessment** **Group Project Development**	**Group Project Team Meeting**
Time	**9:00am – 4:00pm**	**8:00am – 4:30pm**	**2:00pm – 4:00pm**
Objectives	▪ Become acquainted with the history and background of the CFCLI and the FEB ▪ Identify the integral components of the CFCLI ▪ Get to know the 2017-2018 CFCLI participants and Leadership Development Team	▪ Understand the Myers Briggs analysis and the impact on group dynamics ▪ Identify Group Project Teams, Assignments and project guidelines ▪ Conflict Management	▪ Begin initial planning for group project
Session Activities	☐ FEB & CFCLI Overview ☐ Meeting with Supervisors ☐ Class Meet and Greet ☐ Administrative guidelines ☐ Federal Interview Guidelines ☐ Community (Non-Profit) Interview Guidelines ☐ 2016 – 2017 CFCLI Alumni Panel ☐ Book Overview	☐ MBTI profiles results ☐ Leadership Development Plan Overview ☐ Federal Agency Group Selections ☐ Group Project Team Guidelines & Assignments	☐ Status Reports: Projects Teams ☐ Group Consultation ☐ Presentation Guidelines ☐ PPT Skill Tips
Facilitators	Primary Facilitator: Mike Goin Co-Facilitators: Program Co-Directors, DT Members	Primary Facilitator: Rochelle Gallagher Co-Facilitator: Meochi Roberson	Primary Facilitator: Shawnee Fox Co-Facilitators: DT Members
Please contact CFCLI Program Co-Directors for questions or information: **Lisa Hicks, 216-287-8551, Lamar Sykes, 216-204-1812, Adam Hardwick, (216) 791– 2300 X 2111**			

Date & Location	**December 19, 2017 Happy Days Lodge 500 W Streetsboro St. Peninsula, OH 44264**	**January 16, 2018 Federal Building 1240 E. 9th Street Cleveland, OH 44199**	**February 6, 2018 VSC Park Center III 6050 Oak Tree Blvd. S. Independence, OH 44131**
Session Focus	**Leadership and Team Development**	**Federal Agency Leadership Perspective**	**Group Project Team Meeting**
Time	**8:00am – 4:30pm**	**8:00am – 4:30pm**	**2:00pm – 4:00pm**
Objectives	▪ Model leadership and team behavior that participants desire to see in their organizations ▪ Explore a learning experience that creates awareness of , attitudes and values and relationship to group accomplishments ▪ Enhance communication and group problem solving skills	▪ Increase awareness of the diverse roles, operations and leadership within agencies of the Cleveland Federal community ▪ Understand Federal agencies' involvement within the local community ▪ Become acquainted with the goals and values of Ethical Leadership	▪ Group Project planning and development
Session Activities	☐ Team Building / Trust Building Exercises	☐ Federal Agency Leadership Panel & "Speed Interviews" ☐ Ethical Leadership ☐ Generational Leadership	☐ Group Project Plan and Development
Facilitators	Primary Facilitator: Barbara Garver Co-Facilitator: Lisa Hicks, DT Members	Primary Facilitator: Greg Scruggs Co-Facilitator: DT Members	Primary Facilitator: Shawnee Fox Co-Facilitators: DT Members
Please contact CFCLI Program Co-Directors for questions or information: Lisa Hicks, 216-287-8551, Lamar Sykes, 216-204-1812, Adam Hardwick, (216) 791– 2300 X 2111			

Date & Location	**February 20, 2018** **Ohio Aerospace Institute (NASA)** **22800 Cedar Point Rd.** **Cleveland, OH 44142**	**March 20, 2018** **TBD**	**April 3, 2018** **VSC Park Center III** **6050 Oak Tree Blvd. S.** **Independence, OH 44131**
Session Focus	**The New IQ**	**Academic Network Leadership Perspectives**	**Group Project Team Meeting**
Time	**8:00am – 4:30pm**	**8:00am – 4:30pm**	**2:00pm – 4:00pm**
Objectives	▪ Increase knowledge and understanding of team concepts, team dynamics and team building ▪ Identify and apply qualities of a successful team leaders ▪ Explore effects of collaboration and cooperation in group problem solving Identify changing attitudes values, and beliefs about inclusion and exclusion ▪ Expand abilities to engage diversity in achieving desired outcomes	▪ Increase knowledge and understanding of the leadership role of academia in the community ▪ Examine strategies and opportunities for building Federal-Academic partnerships within the community ▪ Become acquainted with leadership models and practices of Academic leaders	▪ Group Project planning and development
Session Activities	☐ Diversity Exercises ☐ **Class and Group Project Team Photos (8:30AM – 10:00AM)** ☐ Community Agency Presentations & Reports	☐ University Presidents' Leadership Panel ☐ Federal Agency Interview Reports	☐ Group Project Plan and Development
Facilitators	Primary Facilitator: Dr. Karen Gilliam Co-Facilitator: Nola Bland	Primary Facilitator: Meochi Roberson Co-Facilitator: Cassandra Spates	Primary Facilitator: Shawnee Fox Co-Facilitators: DT Members
Please contact CFCLI Program Co-Directors for questions or information: **Lisa Hicks, 216-287-8551, Lamar Sykes, 216-204-1812, Adam Hardwick, (216) 791– 2300 X 2111**			

Date & Location	**April 17, 2018** **Baldwin Wallace College** **275 Eastland Road** **Berea, OH 44017**	**May 15, 2018** **TBD**	**June 5, 2018** **VSC Park Center I** **6100 Oak Tree Blvd. S.** **Independence, OH 44131**
Session Focus	**Actualizing Personal Leadership**	**Community Service**	**CFCLI Group Project Review & Evaluations**
Time	**8:00am – 4:30pm**	**8:00am – 4:30pm**	**12:00pm – 4:00pm**
Objectives	▪ Identify opportunities to implement the Leadership Development Plan (LDP) ▪ Apply team building dynamics in personal and professional settings	▪ Community Non-Profit Panel ▪ Participate in a community service project ▪ Promote a positive image of federal employees	▪ Preview Group Projects
Session Activities	☐ Exploration of Personal Leadership ☐ Leadership Development Plan ☐ Community Agency Presentations & Reports ☐ Group Project Wrap Up ☐ Done-In-A-Day Presentation	☐ Non Profit Panel ☐ Agency Interview Presentations (if needed) ☐ Done- In- A-Day community service project	☐ Review and Evaluation of Team Project
Facilitators	Primary Facilitator: Lamar Sykes Co-Facilitator: DT Members	Primary Facilitator: Adam Hardwick Co-Facilitators: DT Members	Primary Facilitator: Shawnee Fox, Lisa Hicks Co-Facilitators: DT Members
Please contact CFCLI Program Co-Directors for questions or information: **Lisa Hicks, 216-287-8551, Lamar Sykes, 216-204-1812, Adam Hardwick, (216) 791– 2300 X 2111**			

Date & Location	**June 19, 2018** **Streetsboro City Hall** **9184 Ohio State Route 43** **Streetsboro, OH 44241**	**June 26, 2018** **Doubletree Hotel** **1111 Lakeside Avenue** **Cleveland, OH**
Session Focus	**Leadership & Partnerships in the Business Community**	**Group Project Showcase, Graduation Luncheon & Ceremony**
Time	**8:00am – 4:30pm**	**9:00am – 2:00pm**
Objectives	▪ Become acquainted with local public/private partnerships ▪ View leadership practices employed in public/private partnerships ▪ Explore methods to promote and facilitate volunteerism in the community	▪ Present group project highlighting the mission, goals and objectives of the CFCLI ▪ Reflect the culmination of skills learned and/or enhanced throughout the CFCLI session year ▪ Heighten the audience's awareness about the unique focus of the CFCLI in preparing federal employees for leadership roles
Session Activities	☐ Corporate Business Leaders Presentation ☐ Group Project Status	☐ Group Project Showcase ☐ Graduation Luncheon and Ceremony
Facilitators	Primary Facilitator: Shalonda Chisholm Co-Facilitator: DT Members	CFCLI Development Team
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Assignment Log and Dates

Assignment Type	**Assignment Due**
Book Reading	**TBD**
Federal Agency Group Selection	11/21/17
Community/Non-Profit Agency Selection	12/19/17
Group Project – ***"Identification and Assessment"***	01/16/18
Community/Non-Profit Presentations & Reports	02/20/18 (selected participants)
Group Project – ***"Determination"***	02/20/18
Federal Agency Group Presentations & Reports	03/20/18
Group Project – ***"Plan"***	03/20/18
Leadership Development Plan	04/17/18
Community/Non-Profit Presentations & Reports	04/17/18
Group Project – ***"Implementation"***	May/June
Group Projects Dry-Run	06/05/18
Group Project Written Reports	06/05/18
Final Program Evaluation	06/19/18
Group Project 1-Page Synopsis	06/26/18
Group Project Showcase	06/26/18

Cleveland Federal Community Leadership Institute
Cleveland Federal Executive Board

Group Project Guidelines

2017-2018

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GROUP PROJECT CLARIFICATION & DIRECTIONS

Greetings CFCLI Class!

We want to personally welcome you to Group Projects! This guide will serve as reference while you embark on one of the most exciting and challenging aspects of the CFCLI curriculum.

To begin, you will be selected as a team member for a community project. This project team will be established by the CFCLI leaders associated with group project learning and development. Once your team has been established, all of you will work with a community group, entity, school, or organization, to complete a collaborative project. Your project will be consistent with the needs of the community group you are required to serve and the mission of the CFCLI and the Cleveland Federal Executive Board (FEB).

The following guidance will be essential to your success. Please refer to it as often as needed throughout your project group development. Please note: this guide is intentionally designed to be general in nature. However, you will find that it provides a key framework for working your project through to completion.

Group Project Teams

Each group project team is required to identify a need that can be reasonably fulfilled with minimal resources by the group or in conjunction with other partners before the end of this nine month course. First, teams will be selected based on a combination of personal preference and other factors. Once project groups have been established, it is highly recommended that members provide contact information to one another and begin conceptualizing some potential project ideas that could meet the needs of the community group each team is assigned to serve. As soon as possible, teams should begin brainstorming potential project ideas. Any project selected must be consistent with the CFCLI and FEB mission.

There will be **six (6)** project teams to serve the following communities:

- Veterans
- At-Risk Youth
- Senior Citizens
- Science, Technology, Engineering & Math (STEM) Education
- Housing
- Employment

Project Requirements

1. **Identification, Assessment & Determination**

Each project is required to **identify** a need within their respective community group and **assess** that need to determine feasibility, reasonableness, and attainability. In other words, is this *really* a need? Is it doable? Can we complete it before June? Do we have enough resources? The assessment must validate the group's idea with proof through adequate and supporting research. There is no limit or restrictions on what is used to prove out an idea, however, the Group Projects Lead is the final acceptor of the assessment. <u>No plan can be derived until the assessment has been accepted.</u>

The assessment can be a time consuming process. Some ideas will be validated fairly easily while others will not. This can cause groups to end up assessing multiple ideas and often having to start brainstorming all over again. This is normal.

The assessment is beneficial to project groups in several ways. It:

1. provides details that support the project's goals,
2. assists in scoping an idea prior to implementation,
3. saves time that may have been used on an idea that resulted in no benefit to the community for which the project is meant to serve, and
4. gives way to potentially new ideas.

Once a need has been adequately accessed, a <u>**determination**</u> of how to fulfill that need is made by the team. The Project Group must now determine *what* they will do to serve their given community.

The groups will meet regularly with the Group Project Leads of CFCLI and discuss the results of assessments, strategies for moving forward, and other issues. Project groups will also meet outside of scheduled course time and may be required to report progress to the entire CFCLI class. CFCLI has a stake in the efforts and effects of all the group projects and therefore, will be monitoring activities and progress to ensure that we all remain within the mission and confines of CFCLI and the federal government.

2. Project Plan

Success is predicated on the ability to devise an effective project plan. Once an assessment has been completed, a determination has been made by the project group and approved, each project group will develop a plan for implementation. An effective plan includes a schedule, a list of tasks and the personnel assigned for each task. The team must develop an initial outline of the plan to be submitted for approval <u>*prior to implementation.*</u> All plans must provide for methods of evaluating the project's effectiveness and sustainability.

<u>Project effectiveness</u> is proven by setting goals and meeting or exceeding those goals. Most often effectiveness is measured by quantitative data, but for purposes of this course qualitative data is also acceptable. While all projects may not be able to continue on past the group's graduation, the project will also include a plan for sustainability.

<u>A plan for sustainability</u> will include the "*who*" will continue the project, "*what*" did your project do to ensure adequate transition of the project, "*when*" meaning how often and general time frame when the project will be repeated and if applicable, "*where*" the project will take place in the future.

These two components of the project are in addition to the implementation and appropriate considerations must be taken *during* implementation to account for them.

Finally, the plan should include the team's Goal(s), a list of objectives to meet those goals (see example below) and should be realistic and attainable for the team. Plans are living documents and are editable. They are used to keep all members of the project group and the CFCLI Development team on the same page. It is also a communication tool when used effectively.

Excerpt from a project plan (EXAMPLE)

Goal: To improve access to Cuyahoga Valley National Park for senior citizens.

Objectives:

1. *Identify current user rates of the park for the past five years.*
2. *Identify public transportation routes already in existence.*
3. *Identify current hours of operation.*
4. *Identify area senior citizens centers.*
5. *Etc.*

For each Objective, tasks should be identified that will support each objective. Those tasks should be scheduled and assigned.

3. Implementation

Implementation must be complete in order for the team to attain full credit for the course. In real life, we all know that plans can change. What is important in this course to learn is how that change is managed to ensure project success. It is wise to use your plan as a baseline and update it as often as is necessary throughout implementation. It is a tool to gage your team's progress and identify where adjustments must be made. Every team member is expected to participate and contribute to every stage of the team's progress on this project.

4. Evaluation

The final phase of the project is Evaluation. This phase is essentially your final report and explains the impact, effect and success of your project. Evaluation has two main purposes:

1. Provides the results of the efforts culminated by the team members and
2. Identifies areas of improvement, other recipients, future possibilities and overall impact to the local community.

Final Presentation

A final presentation of your project will be delivered on graduation day. Each group project team is required to give a final presentation that captures all of the data mentioned above, as well as your project team dynamics, including such phases as *Forming*, *Storming, Norming and Performing.*

For your convenience, the 5 phases of the projects and schedule guidelines are listed below:

1. Identification and Assessment – ***Due in January***
2. Determination - ***Due in February***
3. Plan –***Due in March***
4. Implementation – ***Completed in May***
5. Evaluation – ***Completed by the first week in June***

The schedule guidelines provided above are for the group projects to use to gage the timeliness of their project's progress. It is only a guide, however, if followed closely, this guide will ensure your success! Some projects will fall behind this schedule and some will be ahead. This schedule is meant to provide a benchmark to the teams for planning purposes. If a team is behind this schedule, it may be necessary to adjust their plan so that they avoid the schedule slipping past June 1st. It is essential that your project be completed about 2 weeks to 1 month prior to graduation so that you are able to determine your effectiveness and success as well as prepare your final presentation.

We hope this guide will provide clarification for you to navigate through your group project experience.

It is important to always bear in mind that leaders are faced with a variety of challenges on a regular basis. Indeed, this will be the case for your group project team. As such, it will be prudent to keep track of the types of challenges you encounter and how you resolved them. In addition, it will be important to note the internal processes used to approach and resolve issues, as you will report these during your sessions and in your final presentation. We will invite your supervisors and your agency head to your group project team's final presentation. Historically, they have been very supportive and we anticipate they will be interested in your group project team's findings and will want to hear your presentation.

We hope you will enjoy your experience with the Group Project exercise. Please let us know if you have any questions.

Thank you,

Shawnee Fox, Group Projects Lead
And the CFCLI Development Team

INFORMATION ON THE USE OF SURVEYS

Please note that the following information is on the use of surveys. We are including this information because surveys can provide insight into the group(s) perspectives and interests. However, there are several points to consider when using survey research to assess your project's ideas and performance.

A survey should contain an Opening Statement such as, "*This is a survey that is going to be used to develop new ways to help veterans.*" The opening statement should be simple and concise. The questions provided in a survey must be measurable. In other words, a question like, "*How did you like the program?*" is very general and the answers can come back very vague. Additionally, stay away from questions that allow the survey takers to provide answers that are subjective and immeasurable, such as, "it was good, it was fine, it was ok". Stick to questions that give you usable data, such as, "*What did you like about the program? Would you use the program again or recommend it to a friend? Did you benefit from the program?*" etc.

Important things to know about the use of surveys in your research:

- Research shows that survey takers, who are volunteering their time, do not want to be overwhelmed or tied up too long in the process of completing a survey. Keep it simple and short.
- Volunteers do not have a lot of incentive to take surveys. The response rate goes up if there is incentive. As an example the statement, "...to help veterans..." can be incentive for some people. There are numerous other statements and methods that could be perceived as incentives.
- It is more likely that survey takers who can sit down with someone involved with the survey process to complete the survey, will respond more completely.

- **Question Format considerations:**

1. It is important to focus the questions specifically on one area when possible.

    2. Pre-coded questions get higher response rates, for instance:

    Please identify your gender (circle one) Male Female

    Please check the boxes for all medical diagnoses you have had:
    Diabetes
    Stroke
    Heart Disease
    Cancer

As opposed to asking:

Please list all of your medical diagnoses: ______________________________

- Wherever possible, if you can provide boxes to check off or circle, research shows your response rate will be higher and participants will be more likely to answer that question. These types of survey conventions make it easier for the person to fill out the survey.

<u>Open Ended Questions:</u>

Minimize open-ended questions where possible or word them so they are more specific. <u>Avoid</u> asking about multiple topics in one question.

For instance, one survey asked, *"What types of concern(s) and/or problem(s) have you or your family had since your deployment?"* Then it wanted the respondent to provide written answers on different areas they indicated in the parentheses *(financial, medical, educational, family, and other) and for each one they instructed "Please explain____________________"*

One research study found 90-95% of short answer questions are left blank.

Please avoid overwhelming the reader with short answer solicitations, if a survey has direct, focused questions, research shows your response rate will be higher. The right amount of short answer questions can break up the monotony of a survey for the reader.

Example:
What has been the most helpful organization to you as a veteran?

____

Example:
What is the most important service you need as a veteran?

____

<u>Ranking</u>

Survey questions that ask to rank items in order should be avoided where possible. Research shows people are less responsive to rankings. In addition, the data is difficult to use adequately.

However, sometimes ranking can be appropriate. An example of ranking would be:

- Please list all schools you have attended with the most recent first:

- Please list the three most helpful agencies for veterans with the best one first, then the second best, and so on. (If you can only identify one or two, that is okay, please still list.)

Likert Scale:

Strongly Disagree 1 2 3 4 5 6 7 8 9 Strongly Agree

This is a classic Likert scale with "Strongly Disagree" on the far left, and "Strongly Agree" on the far right, with the 9 numbers in between. This has been proven to be the most reliable and most tested method for ranking survey answers.

For example:

Please circle the number you feel most reflects your view on the following statements:

- *Services for veterans who have discharged from the military are easy to access.*

  Strongly Disagree 1 2 3 4 5 6 7 8 9 Strongly Agree

- *Active duty military need more services specifically for them.*

  Strongly Disagree 1 2 3 4 5 6 7 8 9 Strongly Agree

Demographics

Know the audience for which the survey is being administered and keep the survey questions relevant to the group. Keep in mind the education levels, cultural barriers, and other potential communication obstacles when designing a survey.

Format

If you don't know your population well, use font size 12

8.5 x 11 is the best size to use for surveys
Avoid wide margins, where possible
Use accepted standards for directions - make them easy to read

For instance, you would avoid instructing them to underline YES or NO but rather you would instruct to "circle a YES or NO for your answer." As circling is the most common method used.

Conclusion
Thoughtfulness and the willingness to incorporate strategic questions into a survey may yield some informative and useful findings.

DATA

There were two types of data mentioned in the section, above, on assessment. These types were:

1. Quantitative data
2. Qualitative data

Data, for the purposes of this course is used in the most basic sense and will not necessarily refer to the scientific merits of each type of data or its rigorous use in scientific method. Rather, we encourage you to consider qualitative and quantitative data and use it to assess your group project goals and success. Data gathering and interpretation will, in large, drive your group project direction and success. Data strengthens the rationale for your project idea and may ultimately be what gets you the approval to do your project.

1. Quantitative data

   Quantitative data is just like it sounds – data that quantifies something. This may be any type of quantitative data from population figures, statistics, percentages, tables that reflect figures from your surveys, etc. You may find this data on government websites or other areas. For instance, we can even make statements about quantitative data – here an example about female veterans who have felonies:

   "According to Census 2000, the State of Ohio is the seventh most populated state in the nation and has the 5th largest military veteran population in the United States." I have just made a broad statement and I may narrow it down to direct the attention to female veterans who are felons. To continue this example, *"...data suggests that female veterans with felonies constitute one of the most underserved populations in our region."*

2. Qualitative data

   Sometimes quantitative data is unavailable or is inaccessible to us or we may be interested in qualitative aspects of an experience, viewpoint, or prospective. Simply stated, qualitative data reflects the quality of something. It is often more abstract in nature and is subjective but this type of data can be just as compelling. Some examples of ways to obtain qualitative data would be from your surveys or holding a focus group to extract data which may reflect the concerns or priorities of a group.

As an example, *"The focus group of senior citizens at Hope Senior Home overwhelmingly stated that recreation is their main priority but that access to recreation facilities was limited so they were frustrated."*

Mr. Jones, the fifth grade teacher said, *"The children have hardly anyone to read to them and if they could just gain more exposure to books they would benefit..."*

Another example: *Five employees of the agency were interviewed and they all stated as one of their top three priorities was to establish a mentoring program.*

Remember, there are endless examples and ways that data can be utilized. The guidance for your use of data overall is that it should support what the group is planning to do. Data will also be used to explain goals and provide insight into your outcomes. If you held an event, the data might show the impact of the event or people's feelings about the event or their perceptions surrounding it. There could be data about what the staff who worked at the facility thought or felt about your event. You could obtain data from participants who attended your event and they could rate it or tell how they thought it went, etc. Sometimes, even the absence of data can support what you are doing so keep that in mind as well. In your final presentation, please avoid overwhelming the audience with data but use it to emphasize the purpose, impact and efficacy of your group project. As you move forward, the Development Team will be available to assist you.

FINAL WRITTEN REPORT

Please consider the following as you develop your final written report for graduation day. Also, please remember that this is not a comprehensive list of things to consider but rather a tool to assist you as you prepare this comprehensive report. Your team's group project final written report will consist of a balance of these two areas:

1. The actual group project.
2. The internal processes of the group project team.

Instructions

Use **8.5" x 11" paper** and format your report using appropriate headings, outlined below. Type using **Arial, 12 point font**, and use double spacing between sections. You may single space within sections. Your final report should be **3-5 pages** in length.

Your final written report must be completed and submitted **electronically** to the Group Project Leads and CFCLI Co-Directors ***by June 5th*.** You will distribute a 1-page Executive Summary of your report on Graduation Day. The Executive Summary is a condensed version of your final written report, usually 1 page. The guidelines for the Executive Summary are at the end of this booklet. Your final written report will include the five areas of the model and relevant information from your internal group processes. Also, include any Power Point slides, photos or other media used in your group projects. If you have produced a short video or anything else that is creative – include a brief description and narrative about it.

Essentially, the final written report of your project should be clear, concise and descriptive. Readers should easily comprehend the circumstances that shaped your project, the effort and accomplishments as well as the internal development of the team. This report will be the written record of what your project team accomplished and will become a future record for other CFCLI participants to reference.

Remember, fundamentally the purpose of the group project relates to the three main goals of Agency, Community, and Individual Benefit.

Agency *– to increase public awareness of the federal presence as well as that of the specific agency.*

Community *– to benefit the community in a measurable way.*

Individual *– to enhance personal leadership skills and to provide an opportunity for team building.*

In addition, this final written report and your presentation will highlight these following areas:

Assessment

How did you make your assessment? What data did you use? Who did you talk to? How did you know this was an area that should be addressed? Did you do any comparisons using larger databases? How does your group's interest, population group, and problem present within the context of this area, the state or the nation?

Determination

What was the determination that was made by your team? *"Our team was able to determine..."*

Plan

What was your plan? Objectives, steps, etc.

Implementation

How did you implement your plan? Did everything go according to plan?

The plan is the simple statement of what you planned to do – the "Implementation" is the action process where you actually did something, your timelines, etc. Often, and to generalize, you can talk about these two aspects in one breath.

Evaluation

What evaluative processes did you set up? How did your evaluation go? Were you formal with your evaluation process or informal?

Additional Thoughts:

- Were there any unique challenges that should be shared?
- Were there any unexpected outcomes?
- Will persons read their section or will they speak extemporaneously?
- Did your team go through the entire forming, storming, norming, and performing process? What part of being in the team had the most value? What was the most challenging, etc?

GROUP PRESENTATIONS

The following are considerations for your final group project presentation. Please bear in mind that the audience is going to be larger than our regular CFCLI group. As stated previously, the Cleveland Federal Executive Board FEB Chairperson, agency directors, supervisors, etc. are often present in the audience. As such, we recommend that you fully consider all aspects of a presentation and practice in advance. ***Presentations will be 15 minutes for each group; with 5 minute Q&A (total presentation time is 20 minutes)***

Introduction

Imagine your group project team has just taken the stage. How are you going to introduce everyone? What are your introductory remarks going to be and who will make them? Will each person introduce themselves or will there be a narrator? Where will people be standing or sitting when this occurs?

It is best to think about all of this beforehand, as ideally each person should appear comfortable and appropriately situated while on stage.

Proximity

Where will your team sit or stand? What will be their proximity to each other during the presentation? Will persons be getting up and walking around and talking/presenting? Does everyone have equal speaking parts? Ideally, everyone should have equal speaking parts. Will you use chairs for your presentation team or tables, etc?

Remember, the more a group project team thinks about these finer points of presentation the more professional they will appear in front of everyone. They will come across as more organized, confident, and well informed. Typically, our group project team presentations are of a high caliber so we look forward to your teams continuing in that tradition. Plus, we have seen some wonderfully creative and innovative presentations.

On the opposite end of the spectrum are poorly prepared teams. Have you ever seen a group stand in front of an audience and they don't know where to stand and they just read from a paper? There's a big difference when a group is highly organized the areas we are reviewing. When a group speaks with confidence and makes good eye contact with the audience it contributes to the overall feel of the presentation.

Visual Aids

How will you use visual aids? What electronics will you need (microphones, Power Point, etc.)? What you will need and have you submitted the request/delineation to the Development Team?

Remember, it is best to temper your use of visual aids – don't over do them! Try to attain an appropriate balance of other media forms – they should complement presenters. Also, if you have an electronic malfunction be ready to immediately shift to Plan B. We have insufficient time to wait for equipment repair or resolution so you will also be expected to proceed with a Plan B.

Repetition

Are there any areas that are repetitive?

Avoid repeating things unless it is necessary. Undue repetition can use up valuable presentation time and become boring to the audience.

Conclusion

What concluding remarks will be made and who will make them?

It is important to conceptualize how your audience will perceive you. As such, it is essential to think about your total presentation, not just your part. Cohesiveness and balance are key contributors to making a presentation successful. Similarly, the speaking style of the individual presenters is what engages the audience. Therefore, each person should think about how they are going to "speak" to the audience. In addition, how will speakers transition to other speakers? Will one group member serve as the emcee also or what will the plan be?

Note: If you are uncomfortable with extemporaneous speaking, please know that some persons will memorize their section so that when they are in front of the audience they know what they are talking about. Not everyone is an extemporaneous speaker so ultimately; you must develop what works best for you as you know your own speaking style. If you don't know your own speaking style practice speaking in front of someone and they can give you feedback. You will have some opportunities to present to your peers throughout the curriculum so please make good use of those opportunities to assert yourself and further develop your speaking presence. Speaking in front of groups is an activity that leaders engage in. However, it can take practice so we recommend seizing your opportunities and making the most of them.

Executive Summary
(Guidelines for formatting a one page Executive Summary of the Group Project)

<u>Make **75 copies** of your Executive Summary to hand out to attendees on graduation day.</u>

On **8.5" x 11" paper**, format your summary using main headings A, B, & C. Type using **Arial, 12 point font**, and use double spacing for section C narrative. You may single space sections A & B but also double space between all headings.

A. Project Name *(center at top of page)*
[Double Space x2 between headings]

B. Group Project Team Members and Employing Agency (*align left*)
1. John Smith, DFAS
2. Mary Jones, USPS
3
4.
5.

[Double Space x2 between headings]

C. Summary
In two (2) paragraphs provide a summary explaining your group project. You should focus on the main aspects of the group project: *(align left, double spacing narrative part)*

Consider the following:

- Purpose of our group project.
- Target group or population.
- Brief rationale.
- Location, date, main outcome
- Lessons learned about leadership (biggest challenge for our team, most valuable lesson, etc.)

This is a one page executive summary so please **<u>make sure to restrict yourself to one page only.</u>** This summary makes it easy for the reader to obtain an overview of the project and see what the main points were from a succinct and well written, professional summary.

Remember:

75 copies of your Executive Summary to hand out to attendees on graduation day.

CFCLI
Community (Non-Profit) Agency Interviews Guidelines

COMMUNITY (NON-PROFIT) INTERVIEW:

- The Community Agency Interview is an **individual assignment**.
- You will select a community agency in an area of interest to you and set up an interview with the President or Executive Director.

A community agency is a **non-profit organization (501(c)3** operating in the Greater Cleveland Metropolitan area. Please do not select an agency with which you are already affiliated.

A written summary of the interview is due on the date of your presentation.

- Please bring three (3) copies.
- This written summary is the basis for a 10-minute presentation.
- **Visual aids will not be permitted** for this presentation (including PowerPoint).

Provide the name of the community (non-profit) agency you would like to interview to Adam Hardwick, Adam.Hardwick@va.gov and copy Meochi Roberson, Meochi.Roberson@va.gov , **for approval, before the December 19th** class. *Selections will be determined on a first-come-first-serve basis.*

INFORMATIONAL INTERVIEWS

The length of the informational interview should be 30 minutes to one hour. Ensure that 1) the informational purpose of you interview is clear and 2) interviews begin timely and do not exceed the agreed upon duration.

Interview Questions

Your interview protocol should consist of a few core questions designed to solicit the information sought, with appropriate follow up questions for exploring interesting angles. A few well thought-out questions will also make it easier to keep the interview within the designated time limits. You may choose to share your questions ahead of time to help facilitate the interview and make the most of the time that you have. Feel free to ask for and to follow up on other individuals or information sources that could further inform or assist you in achieving your objectives.

The following guidelines might prove helpful in developing your protocols:

1. A brief overview of the organization, its mission, vision, size, location, strategic priorities, short-term challenges, long term challenges.

2. A brief bio of the President or Executive Director Agency head. How did he or she become the head of the Community agency?

3. Identify and describe the Agency's relationship with the greater Cleveland area community, any outreach initiatives, and any roles the agency plays in community programs/activities. Why are community relationships important and how do they help the Agency? What does it take to build successful community relationships?

4. What does it take for the Agency head to successfully meet the challenges at their agency?

5. Any advice, encouragement or other thoughts for the CFCLI participants as they pursue leadership roles in their own agencies and in the community.

6. Name one thing to be used on you Leadership Development Plan (LDP)

WRITTEN REPORTS

The written report should be typewritten and 3-5 pages (double spaced; 12 pt. font) in length. Please make 3 copies to handout to Program Directors prior to your presentation.

The following format is recommended:

Include the name(s), date, time and location of the interview.

Title – Leadership interview by: (your information)

I. Brief Overview of the Agency

II. Agency Objective
- Include the Mission Statement and/or Vision Statement

III. Brief Biography of the Agency head – how he or she became the leader

V. Agency Accomplishments
- Include any Community Initiatives, Outreach, Partnering

VI. Agency Head's Leadership Style and Philosophy
- How they approach challenges at their Agency

VII. Agency Head's acquired wisdom to CFCLI

CFCLI
Federal Agency Interviews Guidelines

FEDERAL INTERVIEW:

- The Federal Agency Interview is a **team project**.
- Members of the team select a Federal Agency head to interview.
- Selection should be from a Federal Agency **not represented on the Federal Agency Panel or in the class.**

- A written summary of the interview is due at the **March 20th** class
- Please bring three (3) copies.
- This written summary is the basis for a 15-minute **team** presentation.
- Team presentations are scheduled for the March 20th class session.
- This oral presentation should include **visual aids and involve all members of your team.**

Please let Cassandra Spates, cassandra.l.spates.civ@mail.mil know of any special equipment you will need to conduct your presentation **no later than March 6th.**

INFORMATIONAL INTERVIEWS

The length of the informational interview should be 30 minutes to one hour. Please ensure that:

- the informational purpose of you interview is clear
- interviews begin timely and do not exceed the agreed upon duration
- that all individuals participate

Interview Questions

Your interview protocol should consist of a few core questions designed to solicit the information sought, with appropriate follow up questions for exploring interesting angles. A few well thought-out questions will also make it easier to keep the interview within the designated time limits. You may choose to share your questions ahead of time to help facilitate the interview and make the most of the time that you have. Feel free to ask for and to follow up on other individuals or information sources that could further inform or assist you in achieving your objectives.

The following guidelines might prove helpful in developing your protocols:

1. A brief overview of the organization, its mission, vision, size, location, strategic priorities, short-term challenges, long term challenges.

2. A brief bio of the Agency head. How did he or she become the head of a Federal agency?

3. Identify and describe the Agency's relationship with the greater Cleveland area community, any outreach initiatives, and any roles the agency plays in community programs/activities. Why are community relationships important and how do they help the Agency? What does it take to build successful community relationships?

4. What does it take for the Agency head to successfully meet the challenges at their agency?

5. Any advice, encouragement or other thoughts for the CFCLI participants as they pursue leadership roles in their own agencies and in the community.

6. Name one thing to be used on you Leadership Development Plan (LDP)

WRITTEN REPORTS

The written report should be typewritten and 3-5 pages (double spaced; 12 pt. font) in length. Please make 3 copies to handout to Program Directors prior to your presentation.

The following format is recommended:

Include the name(s), date, time and location of the interview.

Title – Leadership interview by: (Team information)

I. Brief Overview of the Agency

II. Agency Objective
- Include the Mission Statement and/or Vision Statement

III. Brief Biography of the Agency head – how he or she became the leader

V. Agency Accomplishments
- Include any Community Initiatives, Outreach, Partnering

VI. Agency Head's Leadership Style and Philosophy
- How they approach challenges at their Agency

VII. Agency Head's acquired wisdom to CFCLI

CFCLI Leadership Self-Assessment

This survey is designed to provide you with feedback about your level of preference or comfort with leadership characteristics and skills.

If you have NOT performed a task before, estimate how difficult the task would be for you to learn to perform.

Circle the number on the scale that you believe comes closest to your skill or task level. Be honest about your choices as there are no right or wrong answers - it is only for your own self-assessment.

		Very Strong	Moderately Strong	Adequate	Moderately Weak	Very Weak
1.	I enjoy communicating with others.	5	4	3	2	1
2.	I am honest and fair.	5	4	3	2	1
3.	I make decisions with input from others.	5	4	3	2	1
4.	My actions are consistent.	5	4	3	2	1
5.	I give others the information they need to do their jobs.	5	4	3	2	1
6.	I keep focused through follow-up.	5	4	3	2	1
7.	I listen to feedback and ask questions.	5	4	3	2	1
8.	I show loyalty to the company and to the team members.	5	4	3	2	1
9.	I create an atmosphere of growth.	5	4	3	2	1
10.	I have wide visibility.	5	4	3	2	1
11.	I give praise and recognition.	5	4	3	2	1
12.	I criticize constructively and address problems.	5	4	3	2	1
13.	I develop plans.	5	4	3	2	1

14.	I have a vision on where we are going and set long term goals.	5	4	3	2	1
15.	I set objectives and follow them through to completion.	5	4	3	2	1
16.	I display tolerance and flexibility.	5	4	3	2	1
17.	I can be assertive when needed.	5	4	3	2	1
18.	I am a Champion of change.	5	4	3	2	1
19.	I treat others with respect and dignity.	5	4	3	2	1
20.	I make myself available and accessible.	5	4	3	2	1
21.	I want to take charge.	5	4	3	2	1
22.	I accept ownership for team decisions.	5	4	3	2	1
23.	I set guidelines for how others are to treat one another.	5	4	3	2	1
24.	I manage by "walking around" (the front line is the bottom line).	5	4	3	2	1
25.	I am close to the business and have a broad view of where we are going.	5	4	3	2	1
26.	I coach team members.	5	4	3	2	1
27.	I determine manpower requirements for my department and write job descriptions for them.	5	4	3	2	1
28.	I interview and select the most qualified candidate for an open job position.	5	4	3	2	1
29.	I provide new employees with on-the-job training.	5	4	3	2	1
30.	I determine resources, material, and supply requirements for my department.	5	4	3	2	1
31.	I developed a budget for my department.	5	4	3	2	1

32.	I can respond to an employee who is upset with me or someone else in the organization.	5	4	3	2	1
33.	I have counseled employees who have personal problems (family, health, financial).	5	4	3	2	1
34.	I react to situations in which the quality of an employee's work goes into a decline.	5	4	3	2	1
35.	I deal with employees who have performance issues, such as suspected of substance abuse or chronically late.	5	4	3	2	1
36.	I reward employees for good performances.	5	4	3	2	1
37.	I conduct formal employee performance appraisals.	5	4	3	2	1
38.	I can make a presentation to a group of peers and/or seniors.	5	4	3	2	1
39.	I write reports to be distributed to a group of peers and/or seniors.	5	4	3	2	1
40.	I have a deep-rooted understanding of the functions of my organization.	5	4	3	2	1
41.	I am curious.	5	4	3	2	1
42.	I know how to sell.	5	4	3	2	1
43.	I am a good learner.	5	4	3	2	1
44.	I know how to influence people and get support.	5	4	3	2	1
45.	I admit my mistakes and take responsibility for my actions.	5	4	3	2	1

46.	I like to talk to people and I am a great listener.	5	4	3	2	1
47.	I am a good delegator.	5	4	3	2	1
48.	I can separate the important issues from inconsequential ones.	5	4	3	2	1
49.	I have integrity and can be trusted.	5	4	3	2	1
50.	I am political only when needed.	5	4	3	2	1
Additional skills you have identified and are working on…						
		5	4	3	2	1
		5	4	3	2	1
		5	4	3	2	1
		5	4	3	2	1
		5	4	3	2	1

CFCLI Leadership Development Plan

Name	Jane LEADER	Date	4/17/18	Agency	(NASA)
Future Goal	My goal is to be in a supervisory leadership position 5 years from now. I enjoy managing multiple priorities and helping others develop their skills, which I believe will be valued in a supervisory leadership position. This type of position will require me to hone my management skills, getting practice delegating and broadening my knowledge of all areas of HR. At the end of the day, if I am in a position like this, I know it will be lots of hard work and long hours, but I will be in a position where my leadership skills can make a larger impact.				

Leadership Skill	Current Skill Level	Development Activities	Support Needed	Completion Date
1. Communication	high	1. Continue participation in Toastmasters	Time to attend monthly meetings	Ongoing
[redacted]		2. Join NASA Speakers Bureau	Time to participate in events during work hours	10/1/17
		3. Facilitate diversity dialogue discussion at staff meeting	Supervisor ok	10/1/17
2. Giving Praise and Recognition	Weak	1. Interview co-workers to assess the different ways people like to receive praise and what motivates them	None	12/1/17
[redacted]		2. Set daily reminder for self to provide some kind of specific feedback to teammates	Set up reminder in outlook	On-going
		3.		
3. Constructive criticism and addressing problems	Weak	1. Attend Difficult Conversations training	Training dollars from supervisor	1/1/18

[redacted]		2. Interview Employee Relations Officer to learn options for dealing with poor performers	Time	3/1/18
		3. Pursue part-time detail in the Employee Relations Office to gain real life practice in dealing with performance issues	Time, Agreement from Supervisor to go on detail, funding	12/31/18
4. Establishing a vision	Adequate	1. Read Book on Visioning	Time, referral for good book on subject	1/1/18
[redacted]		2. Facilitate discussion with team on the strategic vision for our group	Time, cooperation from staff	3/1/18
		3.		
5. Determining resources for group	Adequate	1. Take course on Budget Process	Time, funding, advice on appropriate course	10/1/17
[redacted]		2. Shadow Budget specialist to more clearly understand that process	Time, supervisory support	12/31/17
		3. Interview 3 supervisors to understand how they advocate for resources for their group	Time, names of good supervisory advocates	6/1/18

Signature Date

Supervisor's Signature Date

CFCLI Leadership Development Plan

Name		Date		Agency	
Future Goal					

Leadership Skill	Current Skill Level	Development Activities	Support Needed	Completion Date
1.		1.		
[redacted]	[redacted]	2.		
		3.		
2.		1.		
[redacted]	[redacted]	2.		
		3.		

3.		1.		
[redacted]		2.		
		3.		
4.		1.		
[redacted]		2.		
		3.		
5.		1.		
[redacted]		2.		
		3.		

Signature Date

Supervisor's Signature Date

CFCLI Reflection Guide

This Guide Belongs to:

This guide is meant to help you reflect on what you are learning in the program and how you will be able to apply these learnings on the job. As with anything you do in this program, you will get out of it only as much as you put into it, so please be diligent in recording your thoughts.

Session 1: November

Major Topics Covered:

MBTI
Conflict Management
Group Project Teams
Book Reading Assignment

Session 2: December

Major Topics Covered:

Leadership and Team Development
Leadership Assessment Tools
Team Diversity
Communication
Group Problem Solving Skills

Session 3: January

Major Topics Covered:

Federal Agency Perspective
Community Involvement
Challenges facing leaders in the Federal Government

Session 4: February

Major Topics Covered:

Diversity Leadership
Generational Differences
Team Personality
Successful Team Leadership

<u>Session 5: March</u>

Major Topics Covered:

Academia and the Community
Leadership challenges in Academia
Federal Agency Interview Presentations

<u>Session 6: April</u>

Major Topics:

Leadership Development Plans
Community Agency Presentations

<u>Session 7: May</u>

Major Topics Covered:

Community Awareness
Power, Trust, and Leadership in group interactions
Cooperation and Collaboration

<u>Session 8: June</u>

Major Topics Covered

Business and Community Partnerships

What were some of the "ah ha"s I had about myself during this session?

What were some of the "ah ha"s I had about how I work in a team during this session?

How will I apply what I learned when I go back to work tomorrow?

What obstacles might I face in applying what I learned? How will I overcome these obstacles?

What and/or who will be able to help me apply what I learned?

What strengths did I identify in this session?

What areas for development did I identify during the session? What can I do to develop in these areas?

What do I need to do to prepare for the next session? (not just the homework, but what do I need to do to prepare myself for what is to come)?

CONTACT INFORMATION

EXCUSED ABSENCE REQUIREMENT:
Absences ***must*** be submitted for approval to program director.
Email Lisa Hicks at lisa.m.hicks@nasa.gov , and copy Meochi Roberson at Meochi.Roberson@va.gov with any planned absences.

Please carbon copy (cc) Adam Hardwick and Lamar Sykes at Adam.Hardwick@va.gov ; lamar.sykes2.civ@mail.mil

EMERGENCY ABSENCE NOTIFICATION REQUIREMENT:
In cases of emergency: report absences and delays at the earliest possible time to Lisa Hicks, lisa.m.hicks@nasa.gov, and copy Meochi Roberson at Meochi.Roberson@va.gov.

Please carbon copy (cc) Adam Hardwick and Lamar Sykes at Adam.Hardwick@va.gov ; lamar.sykes2.civ@mail.mil

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ALL Group Project Team Meetings:

- December 5, 2017
- February 6, 2018
- April 3, 2018
- June 5, 2018

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Session 1: November 21, 2017

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Session 2: December 19, 2017

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Session 4: February 20, 2018

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Session 5: March 20, 2018

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Session 6: April 17, 2018

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Session 7: May 15, 2018

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Session 8: June 19, 2018

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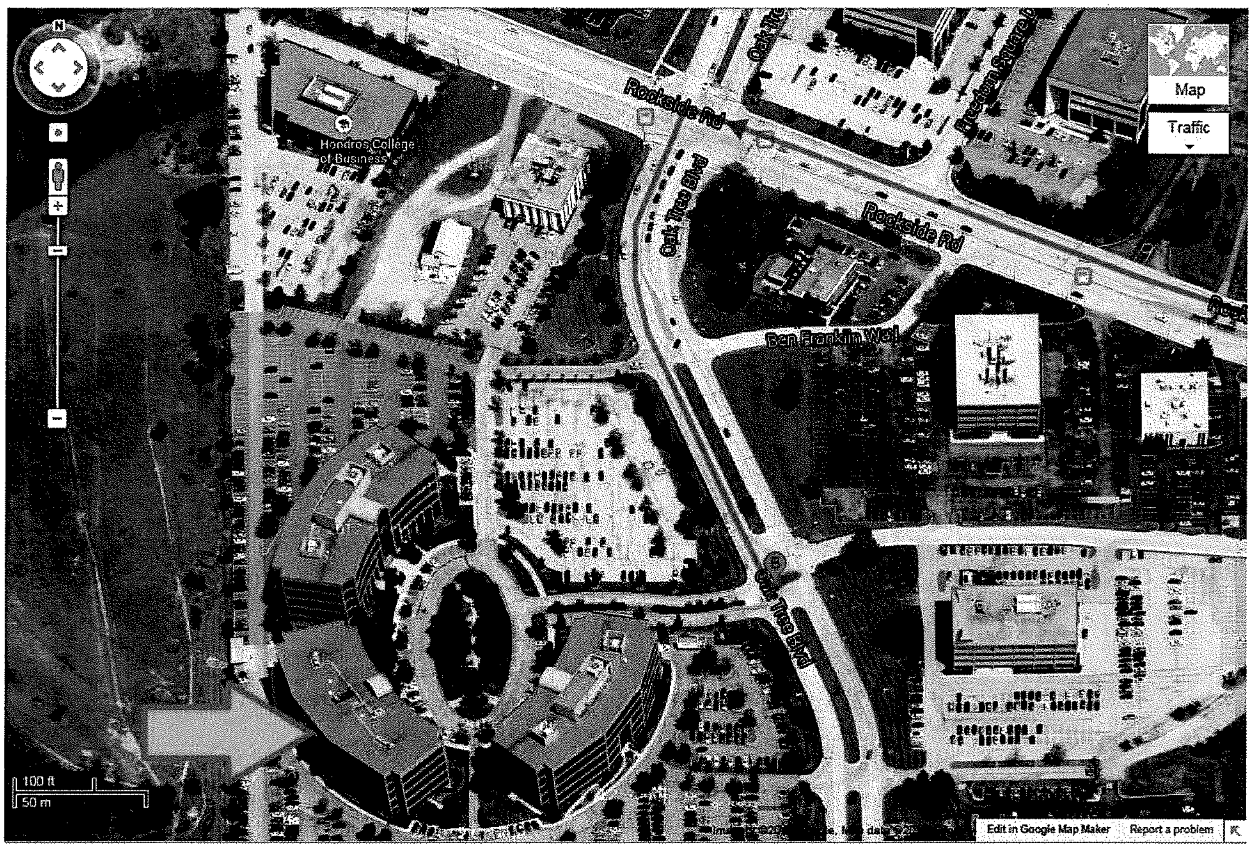

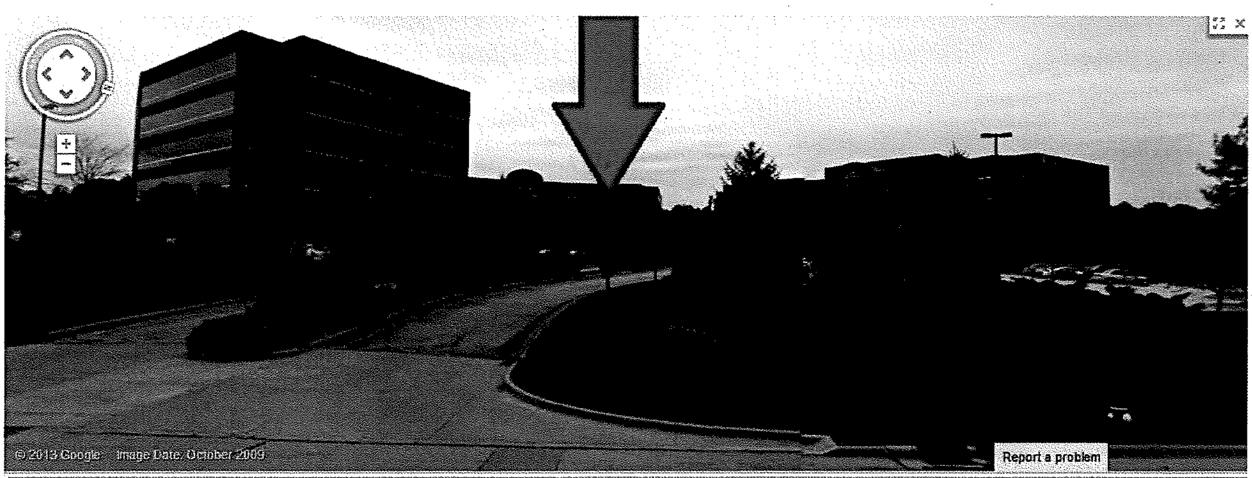

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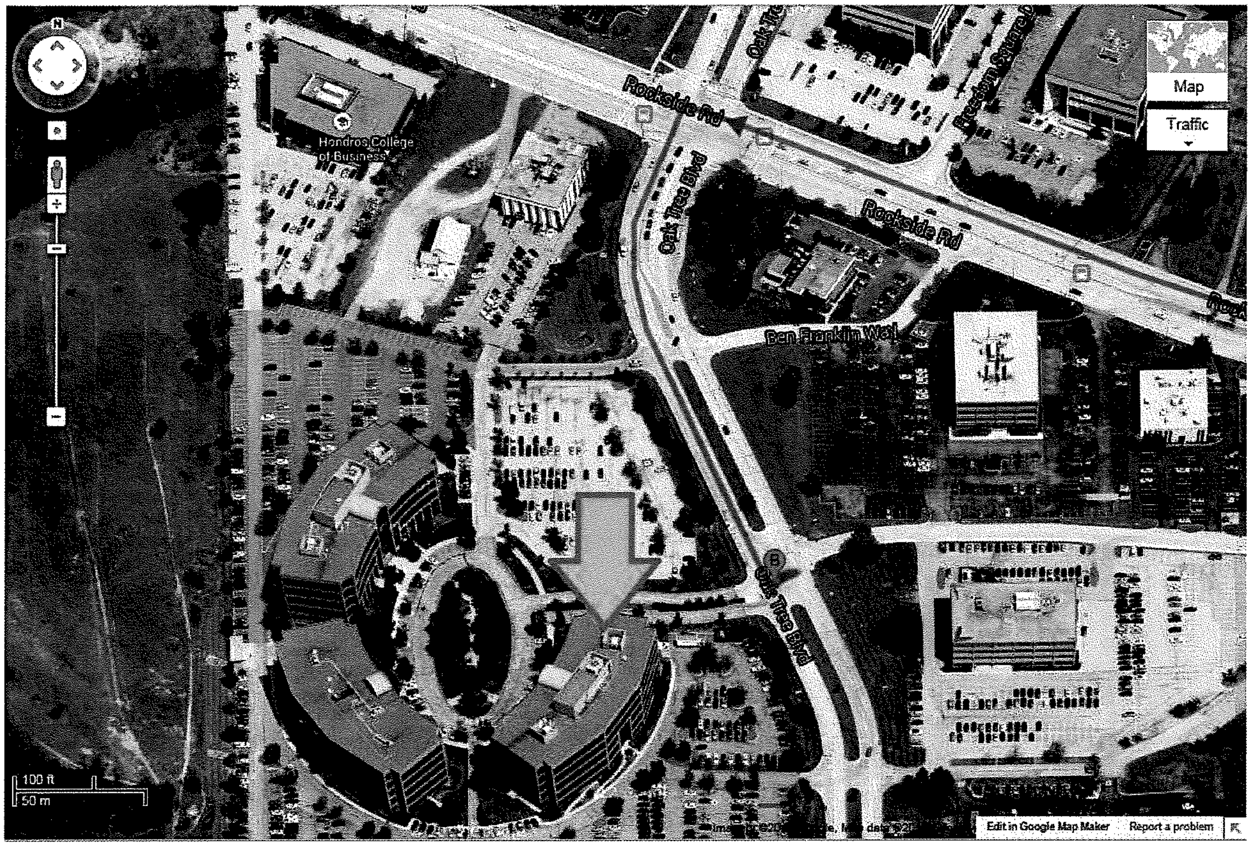

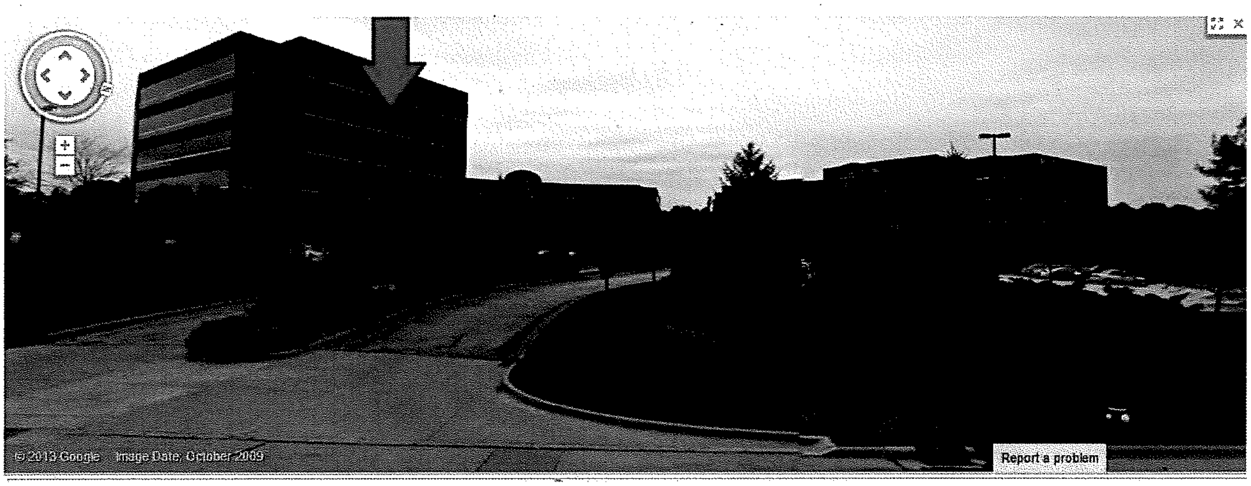

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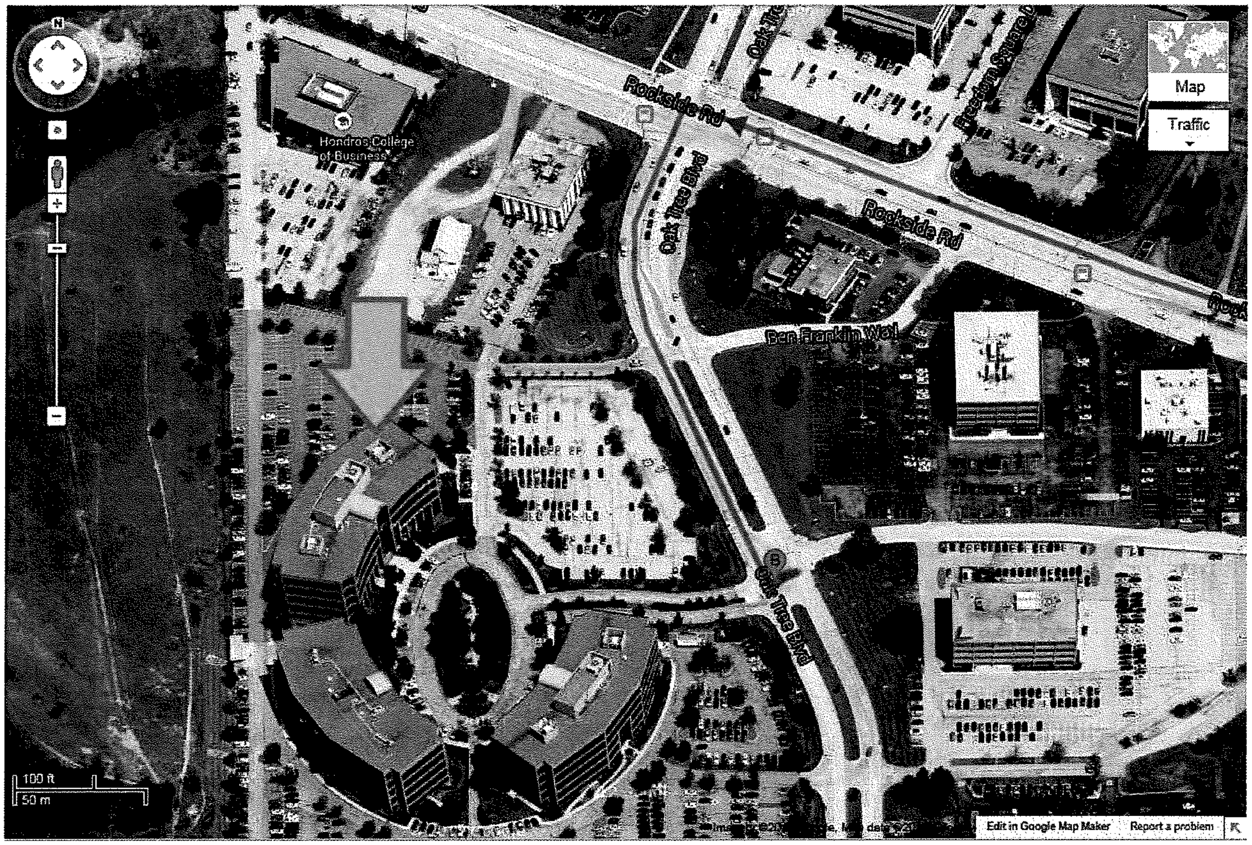

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